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C&I 445

3-5-13

**Information Literacy Lesson – Un itinéraire de Paris**

**Introduction:**

This information literacy lesson is within a unit on Paris. Paris is part of the French one curriculum, so my students learn about it every year. In the past, my students have been given the scenario that they own a travel company and are creating a competitive travel itinerary for a trip to Paris. They are required to create a travel company name, tour itinerary theme and French name, and research at least five tourist attractions to include in their itineraries. They must search for and provide at least three interesting facts about each attraction, as well as a picture, that would make travelers want to visit it. Along with that information, they must list the metro stop and admission costs for each location and decide upon a tour cost. The main objective of the unit was for students to learn about Paris. I provided them with a list of quality websites to use for the project, although they are able to use additional sources. I of course wanted them to find and use good, reliable sites, but I did not explicitly teach them how. I required students to list the sources used to find background information and costs by simply including the website addresses in their itineraries. Using aspects of the Big6 model within this unit will help students improve their information literacy and technology skills while addressing the National Foreign Language Standards, the NETS-S, and the AASL Standards for the 21st Century Learner. I have added in a planning/brainstorming component, information about choosing and using search engines/keywords, evaluating websites, peer editing, and self-evaluation. With the incorporation of these strategies, students will learn about Paris for their future travels and have research skills that can be applied to any content area. This unit is done at the end of the year, so I plan to use this new and improved version. I outlined and included handouts for the entire unit, but the information literacy lesson is laid out step-by-step in day 4.

**Unit:** Paris

**Lesson Plan Title:** Un itinéraire de Paris (A Paris Itinerary)

**Audience:** French I – 8th grade

**Materials:**

Textbook: *Discovering French Bleu: Nouveau!* by Valette & Valette

Videos: *Top 10 Countdown – Paris Hotspots, Passport to Europe with Samantha Brown-Paris,* and *$40 a day with Rachel Ray – Paris*

Handouts: “Bonjour, Paris!” worksheet, “Un itineraire de Paris” project description/rubric, planning packet (includes brainstorming/planning activities, 5 W’s of Web Site Evaluation handout, Recommended Search Engines table, and student self-evaluation)

Links:

<http://kathyschrock.net/abceval/5ws.pdf>

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SearchEngines.html>

Computers, Internet, printer

**Information Problem:**

Students must locate and select accurate, interesting information and admission fees for tourist attractions in and around Paris in order to create an appealing itinerary for a trip to Paris.

**Topics to Teach:**

* Tourist attractions in and around Paris, France
* Big 6 Skill 2. Information Seeking Strategies
* Big 6 Skill 3. Location and Access

**Objectives:**

* Students will learn about a variety of monuments and attractions in Paris
* Students will be able to find admission costs and metro stops for chosen attractions in Paris
* Students will determine all possible sources for finding information
* Students will select the best resources for locating information
* Students will locate online sources
* Students will find accurate, interesting information within sources
* Students will use technology to organize and present their findings

**Standards Addressed:**

Foreign Language National Standards

* 1.2 Students understand and interpret written and spoken language on a variety of topics
* **1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
* 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language

AASL Standards

* 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
* 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
* 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
* 2.1.4 Use technology and other information tools to analyze and organize information.
* 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

NETS

* 2a interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
* 2b communicate information and ideas effectively to multiple audiences using a variety of media and formats.
* 3b locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
* 3c evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

**Day 1:** After completing the final lesson test of the year, students will use their textbooks to complete the “Bonjour, Paris!” worksheet to begin making them aware of well-known tourist attractions in Paris.

**Day 2-3:** Go over the answers to the “Bonjour, Paris!” worksheet. Give students the “Un itineraire de Paris” project description/rubric sheet. Read together, and discuss the agenda for the project. Give students the “Planning Packet.” On the first page, they can take notes on their favorite attractions. These notes will be used to pick a theme for their itinerary and to choose which monuments to include in the itinerary. Show the movies, *Top 10 Countdown – Paris Hotspots, Passport to Europe with Samantha Brown-Paris,* and *$40 a day with Rachel Ray – Paris*.

**Day 4:**

1. Anticipatory Set:

Ask students what their favorite or most interesting attractions were from the video. Briefly discuss. Tell them today we are going to make sure we’re ready to start creating our itineraries. Our learning targets for today are to be able to evaluate websites and to determine what search engine(s) and keywords we’ll use for our itineraries. We’ll then choose our groups to work in and discuss possible travel company names, themes, and attractions.

1. In the “Planning Packet,” have students complete the “possible sources” and “best sources” parts of the brainstorming section. When finished, have them consult with a partner.
2. Move on to the website evaluation section of the packet. Read the paragraph together and pull up the “5 W’s of Web Site Evaluation” pdf for students to view. (This is also included in their packets). With a partner, students should fill in what each W stands for and an explanation in their own words so that they know what to look for when selecting web sites. Discuss as a class.
3. Explain to students that in order to select good websites, we have to be able to search correctly. Move on to the keywords section of the planning packet. Pull up the “Recommended Search Engines” website (table is also included in packet). Students will do a think-pair-share on this. They should jot down any important observations. Then, with their partner, they should discuss their observations. They will then decide together what they will share out to the class. Go over any topics that were not thoroughly discussed (phrase searching, Boolean, requires/excludes). Individually, they should then complete the keywords section of their My Favorite Attractions chart. Help students as needed.
4. Students may now choose a group of 2-3 to work with to create their Paris travel itinerary. When groups are chosen, they should compare their favorite attractions and see what is common between them. They should discuss possible themes and a travel company name.
5. Remind students of the schedule for completing itineraries.

**Day 5-6:**

Work in computer lab to start itineraries. Students may use any appropriate technology with which to create their itineraries: Microsoft Word, Publisher, or PowerPoint, GoogleDocs, or Prezi.

**Day 7:**

Groups will pair up with another group for peer review of itineraries thus far. Groups should give each other feedback, what they like, what isn’t clear, what might be made more interesting and/or more visually appealing, etc… When groups are done with their peer reviews, they should complete their itineraries.

**Day 8:**

Groups will present their itineraries to the class. Students should turn in rubrics with all group members’ names before they present. Use the rubric to grade presentations as groups present. After each group presents, the class will give feedback. They must say something they liked about it and if anything could be clarified and/or improved. When all groups have presented, the class will vote on their favorite itinerary with eyes closed. The winning group will receive a reward. **Closure:** Homework: Students will complete the evaluation section of the planning packet to evaluate the process of creating an itinerary as well as the product. They will turn the packet in tomorrow. Give feedback to students on different elements of packet, particularly the evaluation section.

**Modifications:**

* Working in groups will allow students to help each other with navigating the Internet, interpreting information in French or English, creating a French itinerary name, writing attraction names in French, and creating the product.
* For students who need it, change the requirements to include 3 tourist attractions instead of 5. Encourage them to use technology with which they are comfortable to create the itinerary.

**Enrichment Opportunities:**

* Students who finish their itineraries early could include links in their presentations to take the class on a virtual web tour. They could use Google Earth to show us the actual locations.
* Students needing enrichment could look up the conversion rate between dollars and euros and include the admission costs and total travel cost in both currencies.

**Evaluation:**

Formative assessments will be on-going throughout class discussions and in the computer lab working on itineraries. If it is determined that students are not grasping a concept, I will clarify and/or reteach as needed.

Students will turn in planning packets for a grade.

Students will be graded on their itineraries using the “Un itinéraire de Paris” rubric as they present. They will receive a group grade.

****Nom(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Un itinéraire de Paris**

**Le scénario:** You work for a travel company, and your job is to create a 2-day tour of Paris. In a group of 2-3, you must create a pamphlet, brochure, flyer, or PowerPoint presentation advertising your itinerary. Your goal is to sell this trip. Be creative and unique. Don’t only go to the obvious tourist places.

**You must include the following *minimum* requirements**:

* Name of your Travel Company
* Name of your itinerary **in French** – There should be a theme.
* 5 places or monuments in or near Paris, labeling each **in French**
* 1 picture for each place or monument
* 3 interesting details/facts about each place or monument
* Métro stop for each place or monument (find with Google Maps)
* Price of the tour package in Euros (must be accurate – include attraction admission prices, extra costs, and your company’s fee)
* Cite sources where you found your information

Use your book & video notes to begin choosing places and monuments for your itinerary, and/or find more by using links on my website or finding new sites. Go to my website <http://old.unit5.org/pabst/8thgrade.htm> to “links” for some useful Paris links.

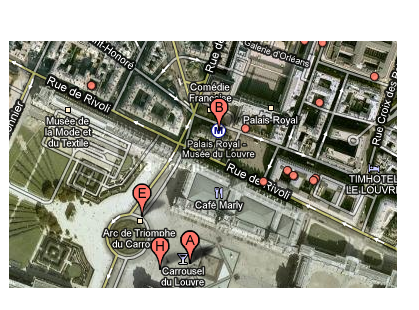
**Agenda**

5/17 Choose groups, brainstorm ideas for itinerary, go to lab

5/18-19 Lab 98 – Create itinerary

5/20 Peer review/finish itineraries

5/21 Present and turn in itineraries

* To find the nearest **subway station**, copy and paste the address into Google Maps. Then, find the street name on the map and look for the nearest subway stop, which is marked with a white circle and blue M. *Example* ↓

**RUBRIC :**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **5** | **4, 3** | **2, 1** | **0** | **Total** |
| **Requirements** | *Includes all:*  Company Name  Itinerary Name  Theme  Fees  Sources | *Includes 3-4:*  Company Name  Itinerary Name  Theme  Fees  Sources | *Includes 1-2:*  Company Name  Itinerary Name  Theme  Fees  Sources | *Includes 0:*  Company Name  Itinerary Name  Theme  Fees  Sources |  |
| **Names of Places** | Each place is labeled correctly in French | 3-4 places are labeled correctly in French | 1-2 places are labeled correctly in French | 0 places are labeled correctly in French |  |
| **Pictures of Places** | Each place has an appropriate picture | 3-4 places have appropriate pictures | 1-2 places have appropriate pictures | 0 places have appropriate pictures |  |
| **Interesting**  **Facts** | 3 interesting facts are included for all places | 3 interesting facts are included for 3-4 places | 3 interesting facts are included for 1-2 places | No facts are included |  |
| **Metro Stops** | Métro stops are included for all places | Métro stops are included for 3-4 places | Métro stops are included for 1-2 places | No métro stops are included |  |
| **Overall appearance** | Visual is very neat and appealing | Visual is somewhat neat and appealing | Visual is unorganized and unappealing | Visual is extremely unappealing |  |

### 

### FINAL GRADE \_\_\_\_\_\_/30

Nom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fr. I – Paris

**Un itinéraire de Paris – Planning Packet**

Record the attractions you find most interesting and appealing from the textbook and videos below that you might want to include in your itinerary. Add any information that you have seen or heard that you want to remember! Don’t fill in key words until instructed to do so.

**My Favorite Attractions** **Keywords**

|  |  |
| --- | --- |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |

**Brainstorming**

What are some **possible sources** that you could use to find information (interesting facts & admission costs)?

1. 3.

2. 4.

What are the **best sources** for providing you with up-to-date and accurate information?

1. 2.

On Madame’s website, there are many links to websites with good information. However, these websites may not include all of the attractions that you are interested in, so you may need to venture out and find other sites. Take a look at the handout entitled, “The Five W’s of Web Site Evaluation.” You need to keep these criteria in mind in order to pick high-quality websites.

**The 5 W’s of Web Site Evaluation**

List the 5 W’s here, and write an explanation of each criterion in your own words so that you will understand what to look for.

**W**

**W**

**W**

**W**

**W**

**Keyword Searching**

After seeing & discussing the table comparing Google, Yahoo! Search, and Exalead, which Search Engine(s) do you think you’ll use, and why?

Now, go back to your “My Favorite Attractions” list, and fill in how you think you’ll do your keyword search. Fill in the chart as you think you’ll search for it, including any punctuation you’ll use. Keep the elements below and the search engine(s) you’ll use in mind as you determine your keywords.

Phrase Searching – enclosing phrase in quotes

Boolean logic – AND, OR, NOT

Requires + / Excludes – certain words

**THE FIVE W’S OF WEB SITE EVALUATION**

**WHO**

Who wrote the pages and are they an expert?

Is a biography of the author included?

How can I find out more about the author?

**WHAT**

What does the author say is the purpose of the site?

What else might the author have in mind for the site?

What makes the site easy to use?

What information is included and does this

information differ from other sites?

**WHEN**

When was the site created?

When was the site last updated?

**WHERE**

Where does the information come from?

Where can I look to find out more about

the sponsor of the site?

**WHY**

Why is this information useful for my purpose?

Why should I use this information?

Why is this page better than another?

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|  |
| --- |
| **Finding Information on the Internet: A Tutorial  http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SearchEngines.html**  **Recommended Search Engines** *UC Berkeley - Teaching Library Internet Workshops* |
| [About This Tutorial](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/About.html) | [Table of Contents](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html) | [Contact us](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/contact.html) |

Google is currently the most used search engine. It has one of the largest databases of Web pages, including many other types of web documents ([blog](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Glossary.html#Blog) posts, [wiki](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Glossary.html#Wiki) pages, [group](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Glossary.html#Groups) discussion threads and document formats (e.g., [PDF](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Glossary.html#PDF)s, Word or Excel documents, PowerPoints). Despite the presence of all these formats, Google's [popularity](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Glossary.html#Popularity) ranking often places worthwhile pages near the top of search results.

Google alone is not always sufficient, however. Not everything on the Web is fully searchable in Google. [Overlap studies](http://searchengineland.com/dogpile-search-results-on-major-engines-diverging-11364) show that more than 80% of the pages in a major search engine's database exist only in that database. For this reason, getting a "second opinion" can be worth your time. For this purpose, we recommend [Yahoo! Search](http://search.yahoo.com) or [Exalead](http://www.exalead.com/search/). We do not recommend using [meta-search engines](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/MetaSearch.html) as your primary search tool.

**Table of features**   
Some common techniques will work in any search engine. However, in this very competitive industry, search engines also strive to offer unique features. When in doubt, look for "help", "FAQ", or "about" links.

|  |  |  |  |
| --- | --- | --- | --- |
| **Search Engine** | [**Google**](http://www.google.com)[www.google.com](http://www.google.com) | [**Yahoo! Search**](http://search.yahoo.com)  [search.yahoo.com](http://search.yahoo.com) | [**Exalead**](http://www.exalead.com/search/) [www.exalead.com/search/](http://www.exalead.com/search/) |
| **Links to help** | [Google help](http://www.google.com/support/?ctx=web&hl=en) | [Yahoo! help](http://help.yahoo.com/kb/index?locale=en_US&page=content&y=PROD_SRCH&id=SLN2242) | [Exalead help](http://www.exalead.com/search/web/search-syntax/) |
| **Size, type** | IMMENSE. Size not disclosed in any way that allows comparison. Probably the biggest. | HUGE. Claims over 20 billion total "web objects." | LARGE. Claims to have over 8 billion searchable pages. |
| **Noteworthy features** | [PageRank™](http://www.google.com/competition/howgooglesearchworks.html) system includes hundreds of factors, emphasizing pages most heavily linked from other pages. Many additional databases including Book Search, Scholar (journal articles), Blog Search, Patents, Images, etc. | [Shortcuts](http://help.yahoo.com/kb/index?locale=en_US&page=content&y=PROD_SRCH&id=SLN2215) give quick access to dictionary, synonyms, patents, traffic, stocks, encyclopedia, and more. | Truncation lets you search by the first few letters of a word.  Proximity search lets you find terms NEAR each other or NEXT to each other.  Thumbnail page previews.  Extensive options for refining and limiting your search. |
| **Phrase searching** [what's this?](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Glossary.html#Phrase) | Enclose phrase in "double quotes". | Enclose phrase in "double quotes". | Enclose phrase in "double quotes". |
| **Boolean logic** [what's this?](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Glossary.html#BooleanLogic) | Partial. AND assumed between words. Capitalize OR. ( ) accepted but not required. In [Advanced Search](http://www.google.com/advanced_search), partial Boolean available in boxes. | Accepts AND, OR, NOT or AND NOT. *Must be capitalized.* ( ) accepted but not required. | Partial. AND assumed between words. Capitalize OR. ( ) accepted. See [Web Search Syntax](http://www.exalead.com/search/web/search-syntax/) for more options. |
| **+Requires/ -Excludes** [what's this?](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Glossary.html#+/-) | - excludes  "" requires an exact word or phrase | - excludes  + will allow you to search common words: "+in truth" | - excludes  + retrieves "[stop words](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Glossary.html#StopWords)" (e.g., +in) |

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<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/contact.html>.

**Evaluation**

Rate yourself on the process of creating your itinerary and on the final product you created. Use the scale below. If you rate yourself a 2 or 1 for any of the criteria below, please explain what you could have done to achieve a 3 excellent rating.

|  |  |  |
| --- | --- | --- |
| **3**  **EXCELLENT** | **2**  **SATISFACTORY** | **1**  **UNSATISFACTORY** |

|  |  |  |
| --- | --- | --- |
| **CRITERION** | **RATING** | **HOW TO IMPROVE** (if necessary) |
| 1. I contributed to the brainstorming/planning process of my itinerary. |  |  |
| 1. I used the information I learned in class to choose a search engine that met my needs. |  |  |
| 1. I used the information learned in class to effectively use keywords. |  |  |
| 1. I used the information learned in class to effectively evaluate websites. |  |  |
| 1. I contributed to choosing 5 attractions for my itinerary. |  |  |
| 1. I contributed to finding 5 facts for each attraction for my itinerary. |  |  |
| 1. I was able to find the metro stop and admission fees for each attraction. |  |  |
| 1. I cited the sources used for information in my itinerary. |  |  |
| 1. My itinerary was interesting and appealing. |  |  |
| 1. My itinerary was presented in a clear, organized, interesting, and visually appealing manner. |  |  |